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TRENDS IN LANGUAGE TRAINING OF SPECIALISTS IN ECONOMICS, ECONOMIC CYBERNETICS, ANALYTICS, COMPUTER INFORMATION TECHNOLOGY AND DIGITAL ECONOMY

Our world is constantly changing, and with it the students, many of whom represent the generation of "digital natives", i.e. generation born in 2002-2003 and living in the company of computers, cell phones, the Internet, and other gadgets of the digital age. This means that learning technologies cannot remain the same. In order to be competitive universities and teachers themselves must find other, slightly different forms of interaction with students who perceive process and reproduce information differently. Distance learning is one way to solve this problem.

Nowadays, it is required from a specialist not only to have the ability to express his/her thoughts in oral or written forms correctly in linguistic and speech terms, but also the ability to logically and reasonably express his/her point of view, analyze, compare and evaluate facts and events, i.e. possession of critical thinking skills.

The purpose of this research is to find a solution to a set of theoretical and practical issues related to the selection of the content of a distance course in foreign language for students majoring in Economics, Analytics, Computer Information Technology and Digital Economy, its structuring, taking into account the specifics of distance learning, the development of a system of exercises, as well as control and testing.

A distance course can be effective and efficient if: 1) it meets the modern goals and objectives of teaching foreign languages; 2) a selection and structuring of the course content will be carried out taking into account the specifics of distance learning; 3) the course itself and the educational process will be built on the basis of a personality-oriented approach, using the corresponding modern

pedagogical and information technologies; 4) a system of exercises and control for the distance course will be developed; 6) it will be possible to achieve a high degree of student motivation.

An attempt to create a distance course for the students majoring in Economics, Analytics, Computer Information Technology and Digital Economy has been made by the professors of Poltava University of Economics and Trade. The structural parts of the course are: 1) theoretical material, 2) practical tasks for classes, 3) tasks for independent work, 4) individual tasks, 5) tests for self-control.

This distance course is one of the sources of business information on the topics of Economics, Analytics, Computer Information Technology and Digital Economy. It consists of ---units based on topics of great interest to everyone involved in or studying business.

It features authentic texts reflecting the latest trends related to the economic activity. This course will greatly improve an ability to communicate in English in business situations with your business partners. This course is aimed at developing communication skills necessary to succeed in a professional environment and will broaden learner's knowledge of the business world.

Students studying this course will become more fluent and confident in using the language of business, computer information technology and digital economics in a variety of contexts and. The first type of tasks is connected with reading texts on a variety of contemporary topics. Along with developing reading skills, there are tasks aimed at discussing and responding to the issues in the texts. There is a language review after each text and related exercises in the grammar reference section for each topic. These exercises give an opportunity revise language and structures which are common problem areas for advanced learners. They provide sufficient training in order to become more accurate in the use of English at an advanced level.

Other sections of the distance course develop essential business communication skills, such as giving presentations, dealing with questions, taking an active part in meetings, negotiations, strategies for telephoning and teleconferences, English for networking, as well as using the language for a variety of business writing tasks. Each business skills section contains a useful language box which provides learners with the language necessary to carry out the realistic tasks in each unit.

The texts of this distance course are based on business problems or situations and allow to use the language and communication skills

developed while working through each unit. They give the opportunities to practice speaking, listening, reading and writing skills in realistic contexts. Each topic ends with a follow-up writing tasks that aim to provide practical help in writing commercial correspondence of all kinds, including letters, faxes, emails, reports, memos, contracts and social correspondence. It explains how to write clearly and effectively, and demonstrates how it is possible to be polite, direct and concise.

Thus, it should be noted that distance learning contributes to the implementation of modern educational paradigm, the integral components of which are student-centered training, individualization and differentiation of educational activities, the possibility of autonomous learning, self-education and self-development of students. The selection and organization of the content of teaching a foreign language in a distance course depends on the goal, the choice of the model distance learning, software capabilities, teaching staff competence and the willingness of participants in the educational process to network interaction.

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